PRAIRIE WEST REGIONAL COLLEGE

2003 - 2004

Annual Report

I. Mission Statement

Prairie West Regional College will provide learning opportunities that support the economic and social development of rural Saskatchewan.

The Goals of PWRC for 2003-04 include:

- Meet the Needs of Communities by:
  - ✓ Engaging in a continuous needs identification process to ensure that the needs of communities, the labour market, local employers, and individuals are being met.
  - ✓ Participating in organizations that contribute to the economic development of communities
  - ✓ Offering a comprehensive choice of programs
  - ✓ Providing access to programs and services

- Ensure Delivery of High Quality Programs and Services by:
  - ✓ Meeting the diverse learning styles of students
  - ✓ Providing career and student services throughout the region
  - ✓ Developing program and service evaluation systems

- Effectively Manage the Institution by:
  - ✓ Engaging in an annual planning process
  - ✓ Satisfying reporting requirements of stakeholders
  - ✓ Continuous review and development of college policies
  - ✓ Promoting and enabling staff development strategies

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II. Table of Contents

I. Mission Statement ____ i

II. Table of Contents ____ ii
- (a) Letter of Transmittal ____ iii
- (b) Board's Report ____ 1
- (c) Chief Executive Officer's (CEO) Report ____ 2-3
- (d) Programs and Services ____ 4
  - (d) i. Basic Education Credit ____ 5
  - (d) ii. Basic Education Non-Credit ____ 6
  - (d) iii. Skills Training Credit ____ 8
  - (d) iv. Skills Training Non-Credit ____ 10
  - (d) v. University ____ 11
  - (d) vi. Services ____ 12
  - (d) vii. Other ____ 13-14
    - Technology Enhanced Learning (TEL) and E-Learning ____ 13
    - Future Skills ____ 14
    - Special Programs and Events ____ 14
- (e) Human Resources ____ 15
- (f) Financial Statements ____ 16-29

III. Other
- (a) Board List ____ 30
- (b) Office Locations ____ 30

IV. Tables & Charts ____ 31
- (a) Table 1: Enrollments by Program Category
  - Table 1 – All Offices ____ 32
  - Table 1a – Biggar Office ____ 33
  - Table 1b – Kindersley Office ____ 34
  - Table 1c – Outlook Office ____ 35
  - Table 1d – Rosetown Office ____ 36
  - Table 1e – Warman Office ____ 37
- (b) Table 2: Equity Participation Enrollments-All Offices ____ 38
- (c) Table 3: Student Success-All Offices ____ 39
- (d) Strategic Plan and Performance Measures Chart ____ 40-43
- (e) Skills Training-Full and Part-Time Technical Program Satisfaction Survey Chart ____ 44
- (f) Skills Training-Industry Credit & Skills Training Non-Credit Programming Satisfaction Survey Chart ____ 45

V. Glossary of Terms ____ 46-48

II.(a) Letter of Transmittal

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Phone (306) 948-3363
Fax (306) 948-2094

❑KINDERSLEY
514 Main Street
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Phone (306) 463-6431
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❑OUTLOOK
104 Saskatchewan Ave.
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S0L 2N0
Phone (306) 867-8857
Fax (306) 867-8722

❑ROSETOWN
1005 Main Street
Box 610
S0L 2V0
Phone (306) 882-4236
Fax (306) 882-2262

❑WARMAN
520 Central Street
Box 1001
S0K 4S0
Phone (306) 242-5377
Fax (306) 242-8662

December 15, 2004

Honourable Andrew Thomson, Minister
Saskatchewan Learning
Room 340, Legislative Building
Regina, SK S4S 0B3

Dear Minister Thomson:

On behalf of the Board, I am pleased to present the Annual Report for Prairie West Regional College for the fiscal year ended June 30, 2004.

2003 – 2004 was another successful year for the College. The support received from the province enabled us to continue to provide high quality programs and services throughout west central Saskatchewan.

The College staff has accomplished noteworthy achievements during 2003 – 2004 and the Board looks forward to further success in 2004 – 2005.

Sincerely,

Ron Scott

Ron Scott, Chairperson
Prairie West Regional College

II.(b) Board's Report

Each year the Board of Prairie West Regional College engages in a planning process to articulate its mission, goals, and objectives for the upcoming year. Prior to the beginning of the 2003–04 year, the board and staff decided on the mission statement as follows: *Prairie West Regional College will provide learning opportunities that support the economic and social development of rural Saskatchewan.* To accomplish its mission, the college articulated the following goals:

- Meet the Needs of Communities
- Ensure Delivery of High Quality Programs and Services
- Effectively Manage the Institution

I am pleased to report that the college was very successful in accomplishing its stated goals during the year. Further, the college met its stated goals while meeting the significant challenges that face a rural based college like Prairie West. The area served by Prairie West encompasses 41,188 square kilometers and has a population of 65,512 that is widely disbursed, with 44% of its population living in rural municipalities, compared to 19% provincially. There are no cities in the Prairie West region. The major challenge for the college is to distribute its resources equitably throughout the region, so that all areas of the college are served adequately. The college continues to operate five campus locations strategically located throughout the region.

The Board and I would like to thank the myriad of stakeholders who contributed to the continuing success of Prairie West Regional College, including the individuals and the communities within the geographic region served by the college, business and industry partners, public organizations and institutions, and the provincial Department of Learning. It is the active interest and involvement of all these stakeholders that make the college relevant, responsive, and meaningful to the region.

II.(c) Chief Executive Officer's (CEO) Report

Prairie West Regional College (PWRC) is pleased to provide this report of its programs and services activities for the year July 1, 2003 to June 30, 2004.

There were 2,736 students enrolled at the college during 2003 – 04. Career and Student Services personnel engaged in approximately 5,000 sessions to provide assistance to students and the general public. The college emphasized offering education and training leading to employment by offering full-time and part-time technical programs; basic education and related programs and services; university programs; short-term business and industry courses; community education courses; and career and student services support for students and the general public.

The college engages in many activities that are not captured in statistical tables. For example, college staff routinely engages in economic and community development activities through active participation in community organizations, lending their support and expertise wherever possible.

The college has five campus locations in Biggar, Kindersley, Outlook, Rosetown and Warman. The campuses are run by 26.4 full-time equivalent administrative staff; and approximately 300 part-time instructors employed through service contracts.

The college engages in a needs assessment process each year to ensure that the programs and services offered meet the needs of students and employers in the region. Consultations are carried out with all education and training stakeholders, including public and private organizations, and the general public. The needs assessment process combined with an annual strategic planning process undertaken by the board and staff, ensure that the college is offering a combination of programs and services that will best serve its students. The planning process culminates in the articulation of the college's direction and detailed plans for the upcoming year in the annual Business Plan document.

The college was successful in meeting its goals as evidenced by the satisfaction expressed by clients and the progress those clients achieved in meeting their career development goals. Satisfaction surveys are administered to all college students: 98% responded that their course(s) and instruction were satisfactory. Of the students graduating from credit programs in 2002 - 03, 88% were employed or in further training within six months of graduation. Follow-up surveys with 2003 – 04 graduates will be reported in the 2004 – 05 Annual Report.

Demand for full-time and part-time institute credit skill courses continued to be strong in 2003-04. There were 390 students registered. Most of the part-time programs are planned so students can complete a certificate in one to three years, depending on their need. Many students find part-time training appealing because they can amortize the cost of their training over a longer period of time and, in many cases, continue to work while completing their training. Part-time training is particularly practical for the college,

because it allows funding to be stretched for maximum advantage, allowing students access to a greater variety of training.

Full-time and part-time basic education programs were offered in various configurations to best meet the needs of the students. The programs provided Adult 12 (high school completion), Adult 5 – 10, General Educational Development (GED) preparation and testing, one-to-one tutoring for Literacy and English as a Second Language, tutorial assistance for high school correspondence courses, and life skills. In addition to preparing students academically, these programs are designed to help students develop skills to become successful in the workplace or in advanced training programs. These programs were offered full-time or part-time or both, at all five PWRC campus locations. 235 students accessed basic education programs during the year.

Business, Industry and Community Education (BIC) courses are short-term industry credit and non-credit courses that are offered in response to local and regional demand, on a cost recovery basis. These courses allow the college to respond quickly and efficiently to specialized training needs. There were 2,054 students enrolled in these courses during 2003 – 04.

Career and Student Services staff provided assistance to students and the general public through approximately 5000 individual sessions during the year. Counsellors are resident at all five Prairie West campus locations. The staff endeavour to provide students with the best information to plan their career paths and to provide them with the skills to be successful in their programs.

Technology development continued as a high priority in 2003-04. Significant progress was made toward providing a broader range of programs utilizing technological enhancements. Through the provincial Technology Enhanced Learning (TEL) initiative, the college has developed TEL Learning Centres, with on-site facilitators, at each of its five campus locations, to improve access to programs and services and to enhance existing programs. The emphasis in TEL at Prairie West is providing strong human support for students taking technology-based programs to ensure their success.

The successes that Prairie West Regional College enjoyed during 2003-04 are attributable to its dedicated staff and the many individuals, organizations, agencies, and businesses that partnered with the college in serving the eclectic training needs of the region. The college wishes to thank all those that have been involved during the year.

II. (d) Programs & Services

There were 2,736 students enrolled at Prairie West Regional College during the 2003-04 year. Variances in specific program categories between enrollments anticipated prior to the start of the 2003-04 year, based on enrollments from 2002-03, and actual enrollments to the end of the year appear to be significant, but are mostly due to the reporting tool used to extract the data from the provincial Student Information System (SIS). A better comparison is total participant (student) hours of which there were 307,833 in 2002 – 03 and 281,536 in 2003 – 04. By way of example, the difference of 26,297 participant hours is roughly the equivalent of two 1,100 hour programs with 12 students per program. The reasons for the overall decline in 2003 – 04 enrollments were primarily due to the reduced number of program delivery contracts available from the health region and the depressed farm economy.

Approximately 5,000 students and members of the general public sought assistance through Career and Student Services staff during the year.

Prairie West Regional College (PWRC) continues to have high enrollments (1466 students) in Skills Training Credit programs that include Institute Credit and Industry Credit programs. The majority of the Institute Credit programs are offered in a part-time format to allow students to complete their programs in one to three years, while able to maintain full or part-time jobs and family obligations. The Industry Credit program enrollments remain constant with high demand for energy sector training in the Kindersley area.

The college maintains high enrollments (978 students) in the Skills Training Non-Credit program category. These enrollments are a result of having staff located in five locations that are integral parts of the communities they serve and respond with appropriate training. Most of these programs are characterized by partnerships with businesses in their areas.

(d)i. Basic Education Credit

Adult Education

Demand for Basic Education opportunities continues to be constant at Prairie West Regional College. Full-time programs were offered in three locations: Biggar, Kindersley, and Warman. At each location, there were more students seeking admission than seats available.

In addition to the regular basic education program, the college partnered with the Saskatchewan Valley School Division to offer a Storefront Basic Education program in Warman. The program was very successful and provided an opportunity for those students enrolled in the program to acquire the basic skills necessary to allow them to go on to further training and/or employment. The storefront portion of the program is designed to assist at risk students from the K-12 system. The PWRC Basic Education instructor and the instructor hired by the K-12 system collaborate to provide instruction to both groups of students, according to their areas of expertise.

The Biggar School Division and PWRC partnered to deliver Basic Education to adult students in the Cando area, where adults were accepted into the grade 10 or 12 programs in the K-12 system and received credit for Adult 10 and 12. These students received support and career counselling from the counsellor at PWRC. Also, in partnership with the Biggar School Division, some students from the Biggar K-12 system were accepted into the Basic Education program, when it was determined by the school division that the adult system would meet their needs more appropriately. These students were generally aged 17 to 19 and struggling to advance through grade levels in the K-12 system.

# OF PROGRAMS	STUDENT ENROLLMENT	TOTAL PARTICIPANT HOURS	FULL LOAD EQUIVALENCIES (FLES)
6	107	70986.35	78.87

(d)ii. Basic Education Non-Credit

English Language Training

A French English as a Second Language (ESL) tutoring project was facilitated in Outlook during the spring and summer of 2004. The project was requested by a local management company to provide ESL training to two pork barn managers who had been recruited from Quebec. The facilitator from the Outlook Learning Centre provided tutorial services during the project and the students then continued their studies through the college's Learning Centre once the project finished.

# OF PROGRAMS	STUDENT ENROLLMENT PART-TIME	TOTAL PARTICIPANT HOURS	FLES
1	2	42.94	0.10

Employability Lifeskills

An abbreviated Bridging to the workplace program was run in Outlook in partnership with Canada-Saskatchewan Career and Employment Services. Six students received career planning assistance, learning assessments, Pacific Institute training, portfolio development, work experience and job search assistance through the program.

# OF PROGRAMS	STUDENT ENROLLMENT FULL-TIME	TOTAL PARTICIPANT HOURS	FLES
1	6	2016	4.8

General Academic Studies (Learning Centres)

Technology Enhanced Learning (TEL) Centres were fully operational to provide services for students from literacy level to university level in the 2003-04 program year. This included integration of E-Learning programming activities and supports with Learning Centre programming and supports. As part of an overall vision to provide a network of TEL services provincially, Prairie West Regional College provides a network of TEL services (through Learning Centres) throughout the college region. PWRC offered Learning Centre services in Biggar, Kindersley, Outlook, Rosetown, and Warman. These centres, open two evenings per week, were available for students to drop-in for personalized learning assistance. Learning Centre services include: Support and tutorial assistance for students enrolled in distance learning courses, Adult 5-10, GED preparation, Literacy and English as a Second Language tutoring services. The centers provided on-site assistance by resident facilitators. Volunteer tutors are matched with learners for literacy and second language assistance.

In 2003 – 04 all functions of the former Academic Learning Centres (primarily for part-time basic education) and those functions devoted to supporting students engaged in e-learning (including distance learning programs) were integrated into five Learning Centres. The programming and staffing integration was the first of many steps to developing comprehensive Learning Centres in each location. Each campus coordinator made their beginning attempts to consistently integrate both programming activities and staffing while developing and maintaining their own unique and important features within each office, and according to the needs and demographics of their areas. The development of Learning Centres will be a continual and evolving process as each campus works to support all students in their learning to create a dynamic and flexible learning community.

The use of technology to enhance the classroom environment, and the increased emphasis on academic mentorship and support, has required Learning Centre instructors to work together to share resources and expertise. In order to accommodate the growing expectations, instructors attended two resource sharing meetings and one technology conference. The need to continue to build more capacity and instructional expertise was noted from discussions this past year. This will require significant administrative time and a training budget to continue to develop capacity at each centre.

Through the use of technology, students were able to receive assistance with their learning in a variety of ways. Some special needs students were accommodated with note taking equipment, specifically with Win Wizard voice recognition software. Other students accessed the college's network of video conferencing cameras and electronic whiteboards available at each campus which provided them with access to an increased variety of credit and non-credit programs as well as increased access to instructor expertise between campus locations. The variety of program options and instructor expertise would not otherwise have been available at all campus locations.

# OF PROGRAMS	STUDENT ENROLLMENT PT	STUDENT ENROLL CASUAL	TOTAL PARTICIPANT HOURS	FLES
5	6	114	1715.25	4.08

(d)iii. Skills Training Credit

Full-time and part-time technical programs are skills training programs that lead to a credential (certificate or diploma) from a credit granting institution. For the most part, the college brokers these programs from the Saskatchewan Institute of Applied Science and Technology (SIAST).

STUDENT ENROLLMENT FT	STUDENT ENROLLMENT PT	STUDENT ENROLL CASUAL	PARTICIPANT HOURS	FLES
80	288	22	152302.97	169.23

Full-Time

In 2003-04, PWRC ran seven full-time credit programs: Carpentry, Welding, Electrician, Office Education, Truck Driver Training and two Primary Care Paramedic programs. The Geographical Information System (GIS) program scheduled to run in Outlook was cancelled due to low enrollment, but all other programs in the original program plan ran as intended.

Part-Time

A high number of Institute Credit programs are offered in a part-time format to allow students to complete their programs in one to three years, while able to maintain full or part-time jobs and family obligations. Programs such as Home/Care Special Care Aide, Teacher Assistant, Office Education, Youth Care Worker, and the Business Certificate Program were offered on a part-time basis in 2003-04. These courses are coordinated between the college's campuses and run in cycles so that students are able to complete their program requirements according to their individual timelines, while at the same time according maximum access to students throughout the region.

The addition of video-conferencing increased accessibility for students. Groups of students in one location that were too small to warrant offering a traditional face-to-face class were able to participate in classes being taught in other offices where the groups were larger. In one case, videoconferencing enabled a large group of students in one community, where a qualified instructor was not available, to be taught by an instructor from another community.

Industry Credit

Industry credit is defined as education and training leading to a credential that is recognized by an industry association or sector, regulatory body or licensing agency. Examples of Industry Credit programs are: WHMIS, Transportation of Danger Goods, First Aid and CPR, Water and Wastewater Technician, H2S Alive. The college works closely with business and industry sectors of the region to deliver courses that have been identified through our Regional Needs Assessment. Industry credit programs have become the largest segment of PWRC business training.

The oil industry continued to require safety training for certification of oilfield workers. The college works closely with the industry to provide appropriate and timely certification and re-certification for their employees. The college campus in Kindersley opened the Energy Training Centre towards the end of the 2003-04 year to better meet the needs for energy sector worker certification in that region.

Truck Driver Training for 1A licenses using a short, seven-day format with a private trainer continued to be popular. Farmers have longer distances to haul to terminals and also see an opportunity for off-farm income with a 1A license. This is a program with a long waiting list of students.

Water management courses were again offered at Prairie West in 2003-04 in anticipation of the Industry Certification Standards which will be implemented in 2005. These standards will require all Towns and Villages to have certified operators for their Water and Wastewater plants. To meet the needs of remote communities, the college used its video conferencing capabilities to bring the program to all campus locations, thereby significantly reducing travel time for students to access the required training.

The college provides support for employers by finding suitable Industry Credit courses for many of their new employees who are being trained through the Job Start/Future Skills program.

STUDENT ENROLLMENT PT	STUDENT ENROLLMENT CASUAL	TOTAL PARTICIPANT HOURS	FLES
148	928	20027.84	83.45

(d)iv. Skills Training Non-Credit

STUDENT ENROLLMENT PT	STUDENT ENROLLMENT CASUAL	TOTAL PARTICIPANT HOURS	FLES
48	930	12691.73	52.88

Prairie West Regional College continues to offer a high volume of programming for business and industry through non-credit courses that will address the needs of the business community as identified in the Regional Needs Assessment. Traditional classroom, one-to-one training, on-line training and work-based training are used to meet the individual training needs of business and industry. Examples of non-credit classes are: Microsoft Office-Word, Excel, Access, Windows XP, Bookkeeping, Customer Service Training, Internet and Email....

College staff routinely work closely with community organizations to promote the economic and social health of their communities, as demonstrated in the following examples. The Kindersley campus, in partnership with various community organizations, offered the Agrowoman Conference with approximately 125 women participating. The Biggar campus, along with business and community partners also offered a conference for women with over 170 participants. The Rosetown campus worked with the Chamber of Commerce to hold the second annual business awards evening in conjunction with the Chamber's annual meeting. The college provided the educational presentation on customer service for the evening. From this presentation the Prairie Centre Credit Union is sponsoring two customer service workshops for employers and employees of the local business community.

Agriculture continued to struggle in 2003-04. Low commodity prices, BSE and a year of low initial quotas tested farmers' ability to meet basic farm expenses. College staff continued to seek out cost effective, relevant and transferable training to aid farmers and other rural businesses reeling from the effects of the economic depression in rural Saskatchewan. The Rural Older Worker Project was implemented in late October and helped some farmers aged 50 to 65 transitioning from farming to a new career, as well as others looking for training to enhance their ability to supplement their farm income. Regional Colleges again submitted a proposal for the continuation of this program into the 2004-05 academic year.

(d)v. University

The 2003-04 university plan continued to focus on a region wide approach to programming. Students were able to access a full first year of Arts and Science. The university program is supported by Learning Centre facilitators at all five campus locations. The opportunity to access the Campus Saskatchewan web site and application process is still new to staff and the general public, but is rapidly gaining acceptance and use. The ability to apply to both universities with one admission fee has decreased the time required by counsellors to support multi institutional program planning for students.

The role of the Learning Centre facilitator continues to be highly important as academic support for the university program. In order to continue their work as tutors and mentors for university students, training with University of Saskatchewan writing centre instructors was provided to all Learning Centre facilitators to further develop their mentorship skills.

The following chart reflects university programming for the 2003-04 year.

STUDENT ENROLLMENT PT	TOTAL PARTICIPANT HOURS	FLES
14	1113:00	2.85

(d)vi. Services

Prairie West Regional College counsellors provide services to college students and the general public. These services include: career, academic and financial counselling, personal counselling referral, and the facilitation of a variety of workshops. The request for services varies from full to minimal contact (services requiring over 15 minutes of counsellor time or under 15 minutes of counsellor time).

The demand and the scope of services continue to increase. Student services provide, and will continue to provide psycho-educational assessment to students with learning barriers. Several learning disabled students accessed the services of an Educational Assistant and/or tutor, as well as technology to support learning in the classroom and at home. In addition, counsellors were trained to assist students with the development of a portfolio. Portfolio development is now a component of all Basic Education programs at Prairie West Regional College.

Prairie West Regional College participated in the Older Workers Pilot Project. Counsellors were trained by the Pacific Institute to deliver the Thought Patterns for a Successful Career program to the participants in the project. Counsellors performed the assessment of the participants, facilitated the Thought Patterns program and provided additional services where required.

Partnerships are an important part of the provision of Career and Student Services. The college has partnered with the Canada/Saskatchewan Career and Employment Services (CSCES) to provide a seamless approach to the learner for the delivery of the program and services offered by both organizations. These services include: career counselling, career planning, goal setting, job search sessions, testing, and financial and funding inquiries.

In addition, the Kindersley office houses the Canada-Saskatchewan Career and Employment Services Business Resource Centre in partnership with Meridian Community Futures and the West Central Regional Economic Development Authority.

Learner Support

The college provided 1056 support services to learners. Services included: tutor matching, study/life management skills, technical assistance, employment services, employer services and exam invigilation.

Counselling

Prairie West Regional College counsellors and coordinators had 3945 contacts with learners in the 2003-04 year.

(d)vii. Other

Technology Enhanced Learning (TEL) and E-Learning

A two-year Technology Enhanced Learning (TEL) Pilot Project concluded in January 2004. The project was enabled by funding from the Department of Learning, along with realigning college resources to develop the college's TEL capacity.

A network of TEL centers, one at each of five campus locations, became operational during the 2003-04 year. These TEL Centres are known as Learning Centres. Learning Centres combined a number of services offered by the college, including multi-media centres for access to career information, part-time Basic Education (BE) Centres, and Saskatchewan Communications Network (SCN) sites. The college has continued to expand and build the capacity of these centres beyond simply amalgamating services to support students. Learning Centres offer counselling, mentoring, tutoring, e-mail services, student support groups, access to and assistance with the technology necessary to access their programs, and video conferencing capabilities. Facilitators and counsellors are present at each of five Learning Centres to support students in accessing and successfully completing their programs. The college provides human support for students to help ensure success in their programs of study.

Through the use of technology, students were able to receive assistance with their learning in a variety of ways. Some special needs students were accommodated with note taking equipment, specifically with Win Wizard voice recognition software. Other students accessed the college's network of video conferencing cameras and electronic whiteboards available at each campus which provided them with access to an increased variety of credit and non-credit programs, as well as increased access to instructor expertise between campus locations. The variety of program options and instructor expertise would not otherwise have been available at all campus locations.

The following chart represents the technology enhanced learning activity during 2003-04. It includes televised, on-line, and video-conferencing learning activities that students accessed during the year. The chart does not include counselling and advising activity related to technology-enhanced learning.

OFFICE LOCATION	SIAST		UNIVERSITY		SPECIAL EVENTS		VIDEO CONFERENCING		**TOTALS**	
	# OF CLASSES	# OF PART	# OF CLASSES	# OF PART	# OF CLASSES	# OF PART	# OF CLASSES	# OF PART	CLASSES	PART
BIGGAR	11	18	1	1	2	5	3	39	**17**	**63**
KINDERSLEY	10	13	11	16	4	46	4	34	**31**	**109**
OUTLOOK	14	25	1	1	4	6	0	0	**19**	**32**
ROSETOWN	2	2	0	0	9	72	1	10	**12**	**84**
WARMAN	12	19	4	4	0	0	1	8	**17**	**31**
TOTALS	**49**	**77**	**17**	**22**	**21**	**129**	**9**	**91**	**96**	**319**

Future Skills

The work-based component of the Future Skills program provides an excellent training opportunity for small businesses in rural Saskatchewan where trained employees for smaller niche markets are not available. The program provides an opportunity for workers to be trained specifically for local needs and may also provide the employee with program credit from SIAST. Coordinators at each campus promote the program and provide employers with assistance in developing their training proposals.

In October 2003, the local project coordinators received training and began entering the projects directly into the Student Information System. The amount of actual paper handling has decreased considerably, but learning the new system and entering the data has increased the workload of the project coordinators.

There were 43 trainees in the work-based portion of Future Skills, which is significantly higher than the original projection of 25 trainees.

# OF PROJECTS	STUDENT ENROLLMENT FT	TOTAL PARTICIPANT HOURS	FLES
43	43	20640	43

Special Programs and Events

There were two conferences targeted at women in agriculture. The conferences focused on helping them gain insight and explore opportunities into the economic strengths of farm diversification and value through new skills and renewed internal vision.

As included under the Skills Training Non-Credit section of this report, Prairie West Regional College, in partnership with the Biggar and District Traumatic Events Response Team, Heartland Health Region, Biggar Independent Printers, and Biggar Ministerial Association hosted the 2nd annual rural women's conference entitled "Totally You" on January 17, 2004 in Biggar, SK. The day included sessions on "Breaking out of the Busyness Trap" with guest speaker Karen Wright and "Healing with Humor". One hundred and seventy-seven (177) women participated in this on-day conference.

In addition, Kindersley hosted its 5th annual Agrowoman Conference on February 13, 2004, with over 125 women in attendance. The day opened with a panel discussion which included Ken Ritter from the Canadian Wheat Board, David Own as a Farm Financial Planner, Sharon Eisteeter from Farm Credit on lending, and Mary Jan Saville from the Saskatchewan Growers Association whom spoke on the BSE crisis. The In-Motion group provided fun fitness breaks throughout the day and the afternoon was started with a hilarious skit from a local group named "Farm Hands" and the day was finished with "Break out of the Busyness Trap" with guest speaker Karen Wright.

II.(e) Human Resources

The human resource plan, outlined in the 2003-04 Business Plan, called for a reduction of 2.2 full time equivalents (FTEs) from the levels of the previous year. This was achieved through staff reductions in virtually all program, service and administrative areas of the college. The human resource plan for 2003-2004 contained three primary initiatives:

- An overall reduction in non-instructional staff of 2.2 FTEs with a 1.4 FTE reduction coming from the administrative support area
- A redesign of the coordinator role to focus more on economic support activity and to strengthen our relations and partnership activity with other agencies, organizations and industry.
- Reassignment of duties among management staff, to provide more operational support to field staff to meet the college's revised mission statement, goals and operational objectives.

These initiatives were successfully implemented and will continue to form the basis of the program and service delivery system for the coming years. Implementation of these initiatives were done so to achieve the following operational objectives:

- Maintain the college's program and service delivery system with a focus on economic development support activities
- To narrow and constrain the administrative responsibilities of program delivery staff to those activities that actually enhance and support the delivery of programs and services to the college's constituents.
- To identify and implement strategies and partnerships in the community that make the delivery of the programs and services and the utilization of human resources more efficient and cost effective.
- To be recognized as an important component in the revitalization of the rural Saskatchewan

These operational objectives are viewed as ongoing activities and significant progress in moving these objectives forward has been realized during the past year. The working relationships between college program delivery staff and industry and economic development leaders in the region have strengthened, college staff have become more involved in community economic development activities, and the direction and focus of community programming has become more concerned with economic and employment development issues. Evidence of this shift in focus can be seen in the ongoing working relationships between college staff and economic development authorities in the community, coordinating of economic development leadership development programs, increase in employment and work place based programs. The high level of respect and recognition given to college staff by local economic development authorities, and their involvement in deliberations related to economic planning and development activities is testament to the significant role colleges' play in rural revitalization.

PRAIRIE WEST REGIONAL COLLEGE

Auditor's Report

Financial Statements - June 30, 2004

Gilchrist & Co.
CERTIFIED MANAGEMENT ACCOUNTANTS

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AUDITOR'S REPORT

To the Directors
Prairie West Regional College

We have audited the statement of financial position of Prairie West Regional College as at June 30, 2004 and the statements of operations, changes in net assets and cash flows for the year then ended. The College is responsible for preparing these financial statements for Treasury Board's approval. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2004 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Rosetown, Saskatchewan
September 8, 2004

Gilchrist & Co.
Certified Management Accountants

PRAIRIE WEST REGIONAL COLLEGE
Statement of Financial Position
as at June 30, 2004

Statement 1

	2004			2003
	Operating	Capital	Total	Total
Assets				
Current Assets				
Cash	$ 826,151	$ 464,422	$1,290,573	$1,276,508
Accounts receivable (note 3)	125,976	-	125,976	123,423
Prepaid expenses	37,992	-	37,992	22,577
	990,119	464,422	1,454,541	1,422,508
Non-current Assets				
Capital Assets (note 4)	-	1,914,894	1,914,894	2,002,939
	$ 990,119	$2,379,316	$3,369,435	$3,425,447
Liabilities				
Current Liabilities				
Accrued salaries and benefits	$ 88,600	-	$ 88,600	$ 89,125
Accounts payable and accrued liabilities (note 5)	155,790	-	155,790	47,943
Unearned revenue (note 6)	503,236	120,000	623,236	621,381
Current portion of long term debt (note 7)	-	-	-	22,924
	747,626	120,000	867,626	781,373
Non-current Liabilities				
Long-term debt (note 7)	-	-	-	227,076
Net Assets				
Invested in capital assets	-	1,914,894	1,914,894	1,752,939
Externally restricted as reserves (note 8)	-	119,422	119,422	-
Internally restricted as reserves (note 8)	58,400	225,000	283,400	293,700
Unrestricted	184,093	-	184,093	370,359
	242,493	2,259,316	2,501,809	2,416,998
	$ 990,119	$2,379,316	$3,369,435	$3,425,447

See accompanying notes to financial statements.

On behalf of the Board

Ron Scott Chairman

PRAIRIE WEST REGIONAL COLLEGE
Statement of Operations
for the year ended June 30, 2004

Statement 2

	Operating			Capital			Totals		
	(Note 9) 2004 Budget	2004	2003	(Note 9) 2004 Budget	2004	2003	(Note 9) 2004 Budget	2004	2003
Revenues (Schedule 1)									
Provincial government	$2,627,986	$2,635,790	$2,456,539	$ 76,869	$ 199,356	$ 448,766	$2,704,855	$2,835,146	$2,905,305
Federal government	-	5,499	23,503	-	-	-	-	5,499	23,503
Other revenue	1,044,618	1,070,657	1,305,902	-	3,500	-	1,044,618	1,074,157	1,305,902
Total revenues	3,672,604	3,711,946	3,785,944	76,869	202,856	448,766	3,749,473	3,914,802	4,234,710
Expenses (Schedule 2)									
Agency contracts	759,801	804,655	777,610	-	-	-	759,801	804,655	777,610
Amortization	-	-	-	204,261	218,667	197,639	204,261	218,667	197,639
Equipment	103,790	81,652	88,160	-	-	-	103,790	81,652	88,160
Facilities	217,482	215,104	259,278	-	-	-	217,482	215,104	259,278
Information technology	58,950	46,727	66,646	-	-	-	58,950	46,727	66,646
Operating (schedule 3)	366,045	358,878	382,008	-	-	-	366,045	358,878	382,008
Personal services	2,083,659	2,100,733	2,092,840	-	-	-	2,083,659	2,100,733	2,092,840
Interest expense	-	-	-	15,199	3,575	-	15,199	3,575	-
Total expenses	3,589,727	3,607,749	3,666,542	219,460	222,242	197,639	3,809,187	3,829,991	3,864,181
Excess (deficiency) of revenues over expenses	$ 82,877	$ 104,197	$ 119,402	$ (142,591)	$ (19,386)	$ 251,127	$ (59,714)	$ 84,811	$ 370,529

See accompanying notes to financial statements.

PRAIRIE WEST REGIONAL COLLEGE
Statement of Changes in Net Assets
for the year ended June 30, 2004

Statement 3

	Capital			Operating		Totals	
	Invested in Capital Assets	Externally Restricted	Internally Restricted	Internally Restricted	Unrestricted	2004	2003
Net assets, beginning of year	$ 1,752,939	$ -	$ 247,000	$ 46,700	$ 370,359	$ 2,416,998	$ 2,046,469
Excess (deficiency) of revenues over expenses	(19,386)	-	-	-	104,197	84,811	370,529
Debt retirement	250,000	-	-	-	(250,000)	-	-
Appropriated to reserves	-	119,422	(22,000)	11,700	(109,122)	-	-
Interfund transfers (note 13)	(68,659)	-	-	-	68,659	-	-
Net assets, end of year	$ 1,914,894	$ 119,422	$ 225,000	$ 58,400	$ 184,093	$ 2,501,809	$ 2,416,998

Restricted details (note 8)	Beginning Balance	Appropriations to Net Assets	Appropriations from Net Assets	Ending Balance
Externally restricted - capital				
Warman facility reserve	$ -	$ 119,422	$ -	$ 119,422
Internally restricted - capital				
Capital replacement reserve	$ 37,000	$ -	$ 37,000	$ -
Building maintenance reserve	50,000	-	-	50,000
Warman facility reserve	160,000	15,000	-	175,000
	247,000	15,000	37,000	225,000
Internally restricted - operating				
Contract instructor reserve	46,700	-	23,300	23,400
Learning centre expansion	-	35,000	-	35,000
	46,700	35,000	23,300	58,400
Total internally restrict	$ 293,700	$ 50,000	$ 60,300	$ 283,400

See accompanying notes to financial statements.

PRAIRIE WEST REGIONAL COLLEGE
Statement of Cash Flows
for the year ended June 30, 2004

Statement 4

	2004	2003
Cash flows from operating activities		
Excess (deficiency) of revenues over expenses	$ 84,811	$ 370,529
Amortization of capital assets	218,667	197,639
	303,478	568,168
Changes in non-cash working capital		
(Increase) decrease in accounts receivable	(2,553)	34,584
(Increase) decrease in prepaid expenses	(15,415)	38,745
(Decrease) in accrued salaries and benefits	(525)	(10,020)
Increase (decrease) in accounts payable and accrued liabilities	107,847	(29,838)
Increase in unearned revenue	1,855	8,343
(Decrease) increase in current portion of long-term debt	(22,924)	22,924
Cash provided from operating activities	371,763	632,906
Cash flows from investing activities		
Purchase of capital assets	(130,622)	(697,078)
Cash used in investing activities	(130,622)	(697,078)
Cash flows from financing activities		
Proceeds from long-term borrowings	-	227,076
Repayment of long-term debt	(227,076)	-
Cash (used in) provided from financing activities	(227,076)	227,076
Net increase in cash	14,065	162,904
Cash, beginning of the year	1,276,508	1,113,604
Cash, end of the year	$ 1,290,573	$ 1,276,508

See accompanying notes to financial statements.

1. Purpose and Authority

Prairie West Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The College Board plays an integral part in strategic direction and management guidance.

The purpose of the College is to provide credit and non-credit classroom and vocational training to meet the needs of regional constituents and industry. Prairie West Regional College is exempt from the payment of income tax.

2. Significant Accounting Policies

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant policies:

a) Fund Accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives:

i) Operating Fund

The operating fund accounts for the College's program delivery, service and administrative activities.

ii) Capital Fund

The capital fund reflects the net book value of all capital assets of the College. The capital fund also includes contributions, interest and donations designed for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

b) Revenue Recognition

The College follows the restricted fund method of accounting for grants. Restricted contributions related to general operations are recognized as revenue of the operating fund in the year in which the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund when received or receivable.

Unrestricted operating contributions are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered.

c) Capital Assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair market value at the date of contribution. Capital assets costing under the asset threshold are expensed in the current year.

Capital assets are amortized on a straight-line basis over their estimated useful lives as follows and amortization is reported as an expense in the capital fund:

Buildings	20 years
Office furniture	10 years
Office equipment	5 years
Machinery	5 years
Computer equipment	3 years
Leasehold improvement	Term of the lease
System development	5 years

d) Cash

Cash is represented by cash on hand and balances with banks.

3. Accounts Receivable

Accounts receivable are composed of the following:

	2004	2003
Saskatchewan Learning	$ 45,004	$ 28,260
Province of Saskatchewan - other	12,025	11,021
Regional Colleges	490	668
S.I.A.S.T.	4,811	2,061
Federal government	19,565	18,290
Other	44,081	63,123
	$ 125,976	$ 123,423

4. Capital Assets

	2004			2003
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Buildings	$ 1,998,798	$ 340,544	$ 1,658,254	$ 1,758,194
Land	38,550	-	38,550	38,550
Leasehold improvements	103,951	35,469	68,482	13,803
Furniture	127,445	60,307	67,138	75,282
Office equipment	52,034	39,700	12,334	18,645
Computer equipment	322,631	267,576	55,055	84,282
Machinery	9,986	1,997	7,989	-
Student information system	35,457	28,365	7,092	14,183
	$ 2,688,852	$ 773,958	$ 1,914,894	$ 2,002,939

5. Accounts Payable and Accrued Liabilities

Accounts payable are composed of the following:

	2004	2003
Province of Saskatchewan - other	$ 30,592	$ 9,828
Regional Colleges	1,361	1,203
S.I.A.S.T.	8,195	2,431
Federal government	39,696	62
Other	75,946	34,419
	$ 155,790	$ 47,943

6. Unearned Revenue

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2004	2003
Saskatchewan Learning	$ 597,520	$ 562,087
Other	25,716	59,294
	$ 623,236	$ 621,381

7. Long Term Debt

	2004	2003
During the year, the College retired the long-term debt with CUCORP Financial Services to purchase the Kindersley teaching facility. It was a secured demand loan at prime minus one-half percent with monthly principal payments of $2,084 plus interest. The loan was scheduled to be retired by July, 2013, but could be prepaid without penalty at any time.	$ -	$ 250,000
Less current portion	-	(22,924)
	-	$ 227,076

Principal payments due over the next ten years are as follows:

July 1, 2003 - June 30, 2008	$ -	$ 122,956
July 1, 2008 - June 30, 2013	-	127,044
	$ -	$ 250,000

8. Restrictions on Net Assets

During the year the College received $119,422 of capital revenue from Saskatchewan Learning towards the construction of a building at the Warman campus. It is anticipated the College will require the funds prior to the fall of the year 2006 which is the anticipated completion date for the new facility.

The Board of Directors of Prairie West Regional College has placed internal restrictions on $283,400 of unrestricted net assets to be used for specified events (2003 - $247,000 in capital related projects and $46,700 for operating related initiatives) as detailed on Statement 3. These internally restricted amounts are not available for other purposes without the approval of the Board of Directors.

9. Budget Amounts

The budget amounts on these financial statements were prepared by Regional College management and approved by the Board on May 20, 2003. The Minister approved the budget on June 24, 2003.

10. Related Party Transactions

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as departments, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms.

The College brokered the following course sessions during the year:

	2004	2003
S.I.A.S.T.	$ 389,116	$ 438,720
University of Saskatchewan	-	14,505
	$ 389,116	$ 453,225

Payments to (from) other related parties include:

	2004	2003
Saskatchewan Regional Colleges expenses	$ 3,855	$ 4,554
Saskatchewan Municipal Employees' pension	65,535	63,793
SaskTel expenses	39,657	56,662
Saskatchewan Workers' Compensation Board	8,339	8,277
Regional Health Authorities	(158)	(34,198)
SaskPower expenses	16,059	14,797
SaskEnergy expenses	16,538	16,750
	$ 149,825	$ 130,635

The College receives long distance telephone service between major centres from SaskTel, a related party, at reduced rates available to government agencies.

On November 18, 2002, the College entered into a loan agreement with the Education Infrastructure Financing Corporation and Saskatchewan Learning. The College received $215,000 which is to be repaid over 10 years at 6% interest. Subject to annual appropriations, Saskatchewan Learning has agreed to service the loan payments. The $215,000 proceeds was recorded as capital revenue in 2002.

11. Financial Instruments

The College's significant financial instruments consist of accounts receivable, accounts payable and accrued benefits.

a) The carrying amount of cash, accounts receivable, accounts payable and accrued benefits approximates fair value due to the short-term maturity of these instruments. There are no significant terms or conditions related to these financial instruments that may affect the amount, timing or certainty of future cash flows.

b) The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's accounts receivable is from the provincial and federal government, therefore, credit risk is minimal.

12. Employee Future Benefits

Employees of the College participate in one of two pension plans. Teachers and other employees holding a teaching certificate participate in a defined benefit plan, the Teachers' Superannuation Plan (TSP) which is administered by the Teachers' Superannuation Commission. No matching contribution is made by the College nor does it have a financial obligation to the TSP. All other employees participate through the Municipal Employees Pension Plan (MEPP), which is a multi-employer defined benefit plan.

The last actuarial valuation of the MEPP indicated there was a surplus in the plan. The College's financial obligation to MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for 2004 was $65,535 (2003 - $63,793).

13. Interfund Transfers

In 2004, the Board transferred $68,659 from the Capital Fund to the Operating Fund to offset withdrawals for capital expenditures. In 2003, the Board transferred $1,687 from the Capital Fund to the Operating Fund to offset withdrawals for capital expenditures.

14. Comparative Information

Certain 2003 balances have been reclassified to conform with the current year's presentation.

Schedule 1

Prairie West Regional College
Schedule of Operating Fund Revenues by Function
for the year ended June 30, 2004

	2004								2004	(Note 9) 2004 Budget	2003
	General	Skills Training		Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	Total	Total	Total
Provincial Government											
Saskatchewan Learning											
Admin recovery grant	$ 20,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ 20,000**	$ 20,000	$ 20,000
Operating grant	1,252,810	-	-	-	-	7,669	-	119,042	**1,379,521**	1,381,868	1,342,346
Program payments	5,918	666,530	-	207,518	13,410	-	17,412	45,000	**955,788**	1,136,618	992,734
Contracts	-	-	-	-	5,000	-	-	-	**5,000**	5,000	-
Other	19,736	-	-	-	-	-	194,364	37,578	**251,678**	84,500	101,459
	1,298,464	666,530	-	207,518	18,410	7,669	211,776	201,620	**2,611,987**	2,627,986	2,456,539
Other Provincial	10,824	-	-	-	12,979	-	-	-	**23,803**		
	1,309,288	666,530	-	207,518	31,389	7,669	211,776	201,620	**2,635,790**	2,627,986	2,456,539
Federal Government											
Admin recovery	-	-	-	-	-	-	-	-	**-**	-	-
Program payments	-	-	-	-	-	-	-	-	**-**	-	-
Contracts	-	-	-	-	-	-	-	-	**-**	-	-
Other	-	-	-	-	-	-	-	5,499	**5,499**	-	23,503
	-	-	-	-	-	-	-	5,499	**5,499**	-	23,503
Other Revenue											
Admin recovery	-	-	-	-	-	-	-	-	**-**	-	-
Contracts	4,978	57,690	9,013	58,774	228	-	-	-	**130,683**	182,412	344,891
Interest	38,135	-	-	-	-	-	-	-	**38,135**	33,000	44,810
Rents	6,124	708	-	-	-	-	425	-	**7,257**	13,089	14,579
Resale items	1,456	45,567	2,421	1,590	-	-	-	-	**51,034**	66,230	80,679
Tuitions	-	751,660	51,865	-	-	-	-	-	**803,525**	742,267	794,405
Other	17,649	6,303	4,630	-	2,331	-	9,050	60	**40,023**	7,620	26,538
	68,342	861,928	67,929	60,364	2,559	-	9,475	60	**1,070,657**	1,044,618	1,305,902
Total revenue	1,377,630	1,528,458	67,929	267,882	33,948	7,669	221,251	207,179	**3,711,946**	3,672,604	3,785,944
Total operating expenses (schedule 2)	1,827,843	1,156,126	46,742	182,628	15,419	-	175,737	203,254	**3,607,749**	3,589,727	3,666,542
Excess (deficiency) of revenues over expenses	$ (450,213)	$ 372,332	$ 21,187	$ 85,254	$ 18,529	$ 7,669	$ 45,514	$ 3,925	**$ 104,197**	$ 82,877	$ 119,402

See accompanying notes to financial statements.

Schedule 2

Prairie West Regional College
Schedule of Operating Fund Expenses by Function
for the year ended June 30, 2004

	2004									2004	(Note 9) 2004 Budget	2003
	General	Skills Training		Basic Education		University	Services					
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel		**Total**	Total	Total
Agency contracts	$ -	$ 775,556	$ 8,719	$ 1,716	$ 1,812	$ -	$ 103	$ 16,747		**$ 804,655**	$ 759,801	$ 777,610
Equipment	73,896	1,490	810	1,441	-	-	4,015	-		**81,652**	103,790	88,160
Facilities	115,151	71,761	3,833	10,542	-	-	13,717	100		**215,104**	217,482	259,278
Information technology	34,944	1,702	3,896	1,857	-	-	3,792	536		**46,727**	58,950	66,646
Operating (Schedule 3)	224,168	76,928	14,126	12,023	4,032	-	21,420	6,181		**358,878**	366,045	382,008
Personal services	1,379,684	228,687	15,358	155,049	9,575	-	132,690	179,690		**2,100,733**	2,083,659	2,092,840
	$ 1,827,843	$ 1,156,126	$ 46,742	$ 182,628	$ 15,419	$ -	$ 175,737	$ 203,254		**$ 3,607,749**	$ 3,589,727	$ 3,666,542
			$ 1,202,868		$ 198,047			$ 378,991				

See accompanying notes to financial statements.

PRAIRIE WEST REGIONAL COLLEGE
Schedule of Operating Fund Expenses
for the year ended June 30, 2004

Schedule 3

	Totals		
		(Note 9)	
	2004	2004 Budget	2003
Operating expenses			
Advertising	$ 25,712	$ 44,547	$ 39,835
Association fees and dues	7,273	6,815	7,754
Bad debts	5,528	200	1,233
Financial services	4,992	5,000	4,634
In-service	15,882	20,100	7,302
Insurance	13,893	17,450	12,210
Materials and supplies	55,773	57,177	54,359
Postage, freight and courier	17,092	20,394	20,390
Printing and duplicating	20,064	19,355	31,441
Professional services	31,646	20,023	19,031
Resale items	47,056	66,230	77,439
Subscriptions	2,414	2,332	1,962
Telephone and fax	34,246	41,720	40,317
Travel	61,698	38,292	49,049
Other	15,609	6,410	15,052
	$358,878	$ 366,045	$382,008

See accompanying notes to financial statements.

III. Other

III.(a) Board of Directors

BOARD MEMBER	COMMUNITY
Buyck, Darlene	Warman
Fleming, Ellwood (Chairperson)	Rosetown
Kay, Jan	Kindersley
Kurtz, Joe	Kerrobert
Minogue, Carol	Lacadena
Scott, Ron (Vice-Chairperson)	Biggar
Warwaruk, Larry	Outlook

Executive Committee: Ellwood Fleming, Ron Scott, Joe Kurtz

The Board held eight regular meetings and an annual meeting in 2003-04.

III.(b) College Office Locations

Biggar (Head Office)
Box 700
Biggar, SK S0K 0M0
PH: (306) 948-3363
FX: (306) 948-2094
Email: biggar.office@pwrc.sk.ca
www.pwrc.sk.ca

Kindersley Office
Box 488
Kindersley, SK S0L 1S0
PH: (306) 463-6431
FX: (306) 463-1161
Email: kindersley.office@pwrc.sk.ca
www.pwrc.sk.ca

Outlook Office
Box 1237
Outlook, SK S0L 2N0
PH: (306) 867-8857
FX: (306) 867-8722
Email: outlook.office@pwrc.sk.ca
www.pwrc.sk.ca

Rosetown Office
Box 610
Rosetown, SK S0L 2V0
PH: (306) 882-4236
FX: (306) 882-2262
Email: rosetown.office@pwrc.sk.ca
www.pwrc.sk.ca

Warman Office
Box 1001
Warman, SK S0K 4S0
PH: (306) 242-5377
FX: (306) 242-8662
Email: warman.office@pwrc.sk.ca
www.pwrc.sk.ca

IV. Tables & Charts

Table 1 – Enrollment by Program Groups – All Offices

		2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**				
	SIAST	80	288	22	169.23
	Other	0	0	0	0
	Apprenticeship & Trade	0	0		0
	Total Institute Credit	80	288	22	169.23
	Industry Credit:				
	Total Industry Credit	0	148	928	83.45
	Workbased Training:				
	Total Workbased Training	43	0	0	43.00
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)				
	Total Non-Credit	0	48	930	52.88
TOTAL SKILLS TRAINING		123	484	1880	348.56
BASIC EDUCATION	**BE Credit:**				
	Adult 12	69	1	0	53.39
	Adult 10	37	0	0	25.48
	Academic GED	0	0	0	0
	Total BE Credit	106	1	0	78.87
	BE Non-Credit:				
	Employability/Life Skills	6	0	0	4.80
	English Language Training	0	2	0	0.10
	General Academic Studies	0	6	114	4.08
	Literacy	0	0	0	0
	Total BE Non-Credit	6	8	114	8.98
TOTAL BASIC EDUCATION		112	9	114	87.85
UNIVERSITY	***Total University***	0	14	0	2.85
TOTAL ENROLLMENT		**235**	**507**	**1994**	**439.26**

Table 1a – Enrollment-Biggar Office

	Program Groups	2003-2004 Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**				
	SIAST	12	71	1	24.84
	Other	0	0	0	0
	Apprenticeship & Trade	0	0		0
	Total Institute Credit	12	71	1	24.84
	Industry Credit:				
	Total Industry Credit	0	5	98	6.88
	Workbased Training:				
	Total Workbased Training	---	---	---	---
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)				
	Total Non-Credit	0	4	333	18.83
TOTAL SKILLS TRAINING		12	80	432	50.55
BASIC EDUCATION	**BE Credit:**				
	Adult 12	31	1	0	25.15
	Adult 10	17	0	0	12.24
	Academic GED	0	0	0	0
	Total BE Credit	48	1	0	37.39
	BE Non-Credit:				
	Employability/Life Skills	0	0	0	0
	English Language Training	0	0	0	0
	General Academic Studies	0	1	28	1.08
	Literacy	0	0	0	0
	Total BE Non-Credit	0	1	28	1.08
TOTAL BASIC EDUCATION		48	2	28	38.47
UNIVERSITY	***Total University***	0	1	0	0.20
TOTAL ENROLLMENT		**60**	**83**	**460**	**89.22**

Table 1 – Enrollment by Program Groups – All Offices

		2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**				
	SIAST	80	288	22	169.23
	Other	0	0	0	0
	Apprenticeship & Trade	0	0		0
	Total Institute Credit	80	288	22	169.23
	Industry Credit:				
	Total Industry Credit	0	148	928	83.45
	Workbased Training:				
	Total Workbased Training	43	0	0	43.00
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)				
	Total Non-Credit	0	48	930	52.88
TOTAL SKILLS TRAINING		123	484	1880	348.56
BASIC EDUCATION	**BE Credit:**				
	Adult 12	69	1	0	53.39
	Adult 10	37	0	0	25.48
	Academic GED	0	0	0	0
	Total BE Credit	106	1	0	78.87
	BE Non-Credit:				
	Employability Life Skills	6	0	0	4.80
	English Language Training	0	2	0	0.10
	General Academic Studies	0	6	114	4.08
	Literacy	0	0	0	0
	Total BE Non-Credit	6	8	114	8.98
TOTAL BASIC EDUCATION		112	9	114	87.85
UNIVERSITY	***Total University***	0	14	0	2.85
TOTAL ENROLLMENT		**235**	**507**	**1994**	**439.26**

Table 1 a – Enrollment-Biggar Office

	Program Groups	2003-2004 Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**				
	SIAST	12	71	1	24.84
	Other	0	0	0	0
	Apprenticeship & Trade	0	0		0
	Total Institute Credit	12	71	1	24.84
	Industry Credit:				
	Total Industry Credit	0	5	98	6.88
	Workbased Training:				
	Total Workbased Training	---	---	---	---
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)				
	Total Non-Credit	0	4	333	18.83
TOTAL SKILLS TRAINING		12	80	432	50.55
BASIC EDUCATION	**BE Credit:**				
	Adult 12	31	1	0	25.15
	Adult 10	17	0	0	12.24
	Academic GED	0	0	0	0
	Total BE Credit	48	1	0	37.39
	BE Non-Credit:				
	Employability Life Skills	0	0	0	0
	English Language Training	0	0	0	0
	General Academic Studies	0	1	28	1.08
	Literacy	0	0	0	0
	Total BE Non-Credit	0	1	28	1.08
TOTAL BASIC EDUCATION		48	2	28	38.47
UNIVERSITY	***Total University***	0	1	0	0.20
TOTAL ENROLLMENT		**60**	**83**	**460**	**89.22**

Table 1b – Enrollment-Kindersley Office

	Program Groups	2003-2004 Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**				
	SIAST	13	68	8	34.09
	Other	0	0	0	0
	Apprenticeship & Trade	0	0		0
	Total Institute Credit	13	68	8	34.09
	Industry Credit:				
	Total Industry Credit	0	95	571	46.17
	Workbased Training:				
	Total Workbased Training	---	---	---	---
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)				
	Total Non-Credit	0	3	159	5.35
TOTAL SKILLS TRAINING		13	166	738	85.61
BASIC EDUCATION	**BE Credit:**				
	Adult 12	17	0	0	12.20
	Adult 10	10	0	0	6.5
	Academic GED	0	0	0	0
	Total BE Credit	27	0	0	18.7
	BE Non-Credit:				
	Employability/Life Skills	0	0	0	0
	English Language Training	0	0	0	0
	General Academic Studies	0	4	26	1.07
	Literacy	0	0	0	0
	Total BE Non-Credit	0	4	26	1.07
TOTAL BASIC EDUCATION		27	4	26	19.77
UNIVERSITY	***Total University***	0	10	0	2.25
TOTAL ENROLLMENT		**40**	**180**	**764**	**107.63**

Table 1c – Enrollment-Outlook Office

		2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**				
	SIAST	0	31	11	8.22
	Other	0	0	0	0
	Apprenticeship & Trade	0	0		0
	Total Institute Credit	0	31	11	8.22
	Industry Credit:				
	Total Industry Credit	0	0	115	8.27
	Workbased Training:				
	Total Workbased Training	---	---	---	---
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)				
	Total Non-Credit	0	11	67	3.85
TOTAL SKILLS TRAINING		0	42	193	20.34
BASIC EDUCATION	**BE Credit:**				
	Adult 12	0	0	0	0
	Adult 10	0	0	0	0
	Academic GED	0	0	0	0
	Total BE Credit	0	0	0	0
	BE Non-Credit:				
	Employability/Life Skills	6	0	0	4.8
	English Language Training	0	2	0	0.10
	General Academic Studies	0	0	26	0.76
	Literacy	0	0	0	0
	Total BE Non-Credit	6	2	26	5.66
TOTAL BASIC EDUCATION		6	2	26	5.66
UNIVERSITY	***Total University***	0	1	0	0.10
TOTAL ENROLLMENT		**6**	**45**	**219**	**26.1**

Table 1b – Enrollment-Kindersley Office

		2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FTEs
SKILLS TRAINING	**Institute Credit:**				
	SIAST	13	68	8	34.09
	Other	0	0	0	0
	Apprenticeship & Trade	0	0		0
	Total Institute Credit	13	68	8	34.09
	Industry Credit:				
	Total Industry Credit	0	95	571	46.17
	Workbased Training:				
	Total Workbased Training	---	---	---	---
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)				
	Total Non-Credit	0	3	159	5.35
TOTAL SKILLS TRAINING		13	166	738	85.61
BASIC EDUCATION	**BE Credit:**				
	Adult 12	17	0	0	12.20
	Adult 10	10	0	0	6.5
	Academic GED	0	0	0	0
	Total BE Credit	27	0	0	18.7
	BE Non-Credit:				
	Employability Life Skills	0	0	0	0
	English Language Training	0	0	0	0
	General Academic Studies	0	4	26	1.07
	Literacy	0	0	0	0
	Total BE Non-Credit	0	4	26	1.07
TOTAL BASIC EDUCATION		27	4	26	19.77
UNIVERSITY	*Total University*	0	10	0	2.25
TOTAL ENROLLMENT		**40**	**180**	**764**	**107.63**

Table 1c – Enrollment–Outlook Office

		2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**				
	SIAST	0	31	11	8.22
	Other	0	0	0	0
	Apprenticeship & Trade	0	0		0
	Total Institute Credit	0	31	11	8.22
	Industry Credit:				
	Total Industry Credit	0	0	115	8.27
	Workbased Training:				
	Total Workbased Training	---	---	---	---
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)				
	Total Non-Credit	0	11	67	3.85
TOTAL SKILLS TRAINING		0	42	193	20.34
BASIC EDUCATION	**BE Credit:**				
	Adult 12	0	0	0	0
	Adult 10	0	0	0	0
	Academic GED	0	0	0	0
	Total BE Credit	0	0	0	0
	BE Non-Credit:				
	Employability Life Skills	6	0	0	4.8
	English Language Training	0	2	0	0.10
	General Academic Studies	0	0	26	0.76
	Literacy	0	0	0	0
	Total BE Non-Credit	6	2	26	5.66
TOTAL BASIC EDUCATION		6	2	26	5.66
UNIVERSITY	*Total University*	0	1	0	0.10
TOTAL ENROLLMENT		**6**	**45**	**219**	**26.1**

Table 1 d – Enrollment-Rosetown Office

		2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**				
	SIAST	13	31	1	25.40
	Other	0	0	0	0
	Apprenticeship & Trade	0	0		0
	Total Institute Credit	13	31	1	25.40
	Industry Credit:				
	Total Industry Credit	0	45	113	16.84
	Workbased Training:				
	Total Workbased Training	---	---	---	---
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)				
	Total Non-Credit	0	24	277	18.33
TOTAL SKILLS TRAINING		13	100	391	60.57
BASIC EDUCATION	**BE Credit:**				
	Adult 12	0	0	0	0
	Adult 10	0	0	0	0
	Academic GED	0	0	0	0
	Total BE Credit	0	0	0	0
	BE Non-Credit:				
	Employability/Life Skills	0	0	0	0
	English Language Training	0	0	0	0
	General Academic Studies	0	1	15	0.65
	Literacy	0	0	0	0
	Total BE Non-Credit	0	1	15	0.65
TOTAL BASIC EDUCATION		0	1	15	0.65
UNIVERSITY	***Total University***	0	0	0	0
TOTAL ENROLLMENT		**13**	**101**	**406**	**61.22**

Table 1 e – Enrollment-Warman Office

	Program Groups	2003-2004 Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**				
	SIAST	43	100	3	76.68
	Other	0	0	0	0
	Apprenticeship & Trade	0	0		0
	Total Institute Credit	43	100	3	76.68
	Industry Credit:				
	Total Industry Credit	0	0	54	5.3
	Workbased Training:				
	Total Workbased Training	---	---	---	---
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)				
	Total Non-Credit	0	6	102	6.52
TOTAL SKILLS TRAINING		43	106	159	88.5
BASIC EDUCATION	**BE Credit:**				
	Adult 12	21	0	0	16.04
	Adult 10	10	0	0	6.74
	Academic GED	0	0	0	0
	Total BE Credit	31	0	0	22.78
	BE Non-Credit:				
	Employability/Life Skills	0	0	0	0
	English Language Training	0	0	0	0
	General Academic Studies	0	0	21	0.53
	Literacy	0	0	0	0
	Total BE Non-Credit	0	0	21	0.53
TOTAL BASIC EDUCATION		31	0	21	23.31
UNIVERSITY	***Total University***	0	2	0	0.30
TOTAL ENROLLMENT		**74**	**108**	**180**	**112.11**

Table 1d – Enrollment-Rosetown Office

	Program Groups	2003-2004			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FTEs
SKILLS TRAINING	**Institute Credit:**				
	SIAST	13	31	1	25.40
	Other	0	0	0	0
	Apprenticeship & Trade	0	0		0
	Total Institute Credit	13	31	1	25.40
	Industry Credit:				
	Total Industry Credit	0	45	113	16.84
	Workbased Training:				
	Total Workbased Training	---	---	---	---
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)				
	Total Non-Credit	0	24	277	18.33
TOTAL SKILLS TRAINING		13	100	391	60.57
BASIC EDUCATION	**BE Credit:**				
	Adult 12	0	0	0	0
	Adult 10	0	0	0	0
	Academic GED	0	0	0	0
	Total BE Credit	0	0	0	0
	BE Non-Credit:				
	Employability/Life Skills	0	0	0	0
	English Language Training	0	0	0	0
	General Academic Studies	0	1	15	0.65
	Literacy	0	0	0	0
	Total BE Non-Credit	0	1	15	0.65
TOTAL BASIC EDUCATION		0	1	15	0.65
UNIVERSITY	***Total University***	0	0	0	0
TOTAL ENROLLMENT		**13**	**101**	**406**	**61.22**

Table 1e – Enrollment–Warman Office

	Program Groups	2003-2004 Student Enroll FT	Student Enroll PT	Student Enroll Casual	FTEs
SKILLS TRAINING	**Institute Credit:**				
	SIAST	43	100	3	76.68
	Other	0	0	0	0
	Apprenticeship & Trade	0	0		0
	Total Institute Credit	43	100	3	76.68
	Industry Credit:				
	Total Industry Credit	0	0	54	5.3
	Workbased Training:				
	Total Workbased Training	---	---	---	---
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)				
	Total Non-Credit	0	6	102	6.52
TOTAL SKILLS TRAINING		43	106	159	88.5
BASIC EDUCATION	**BE Credit:**				
	Adult 12	21	0	0	16.04
	Adult 10	10	0	0	6.74
	Academic GED	0	0	0	0
	Total BE Credit	31	0	0	22.78
	BE Non-Credit:				
	Employability Life Skills	0	0	0	0
	English Language Training	0	0	0	0
	General Academic Studies	0	0	21	0.53
	Literacy	0	0	0	0
	Total BE Non-Credit	0	0	21	0.53
TOTAL BASIC EDUCATION		31	0	21	23.31
UNIVERSITY	***Total University***	0	2	0	0.30
TOTAL ENROLLMENT		**74**	**108**	**180**	**112.11**

Table 2 – Equity Participation – All Offices

		2003-2004											
	Program Groups	Aboriginal			Visible Minority			Disability			Total Enrollment		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
	Institute Credit:												
	SIAST	3	15	0	0	3	0	2	10	0	80	288	22
	Other:	0	0	0	0	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	0	0	0
	Total Institute Credit	3	15	0	0	3	0	2	10	0	80	288	22
	Industry Credit:												
	Total Industry Credit	0	1	20	0	0	6	0	0	6	0	148	928
	Workbased Training:												
	Total Workbased Training	2	0	0	0	0	0	0	0	0	43	0	0
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)												
	Total Non-Credit	0	0	10	0	0	2	0	1	4	0	48	930
TOTAL SKILLS TRAINING CREDIT		5	16	30	0	3	8	2	11	10	123	484	1880
BASIC EDUCATION	**Basic Education Credit:**												
	Adult 12	22	0	0	7	0	0	6	0	0	69	1	0
	Adult 10	14	0	0	4	0	0	6	0	0	37	0	0
	Academic GED	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Credit	36	0	0	11	0	0	12	0	0	106	1	0
	Basic Education Non-Credit:												
	Employability/Life Skills	0	0	0	0	0	0	1	0	0	6	0	0
	English Language Training	0	0	0	0	0	0	0	0	0	0	2	0
	General Academic Studies	0	4	0	0	1	0	0	5	0	0	6	114
	Literacy	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	4	0	0	1	0	1	5	0	6	8	114
TOTAL BASIC EDUCATION		36	4	0	11	1	0	13	5	0	112	9	114
UNIVERSITY	***Total University***	0	1	0	0	1	0	0	0	0	0	14	0
TOTAL ENROLLMENT		41	21	30	11	5	8	15	16	10	235	507	1994

Table 3 - Student Success by Program Groups-All Offices

	Program Groups	2003-2004 Total Student Completed			2003-2004 Total Students Graduated		
SKILLS TRAINING		FT	PT	C	FT	PT	C
	Institute Credit:						
	SIAST	25	283	21	34	58	1
	Other:						
	Apprenticeship & Trade						
	Total Institute Credit	25	283	21	34	58	1
	Industry Credit:						
	Total Industry Credit	0	146	925	0	0	0
	Workbased Training:						
	Total Workbased Training	---	---	---	---	---	---
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)						
	Total Non-Credit	0	48	929	0	0	0
TOTAL SKILLS TRAINING		25	477	1875	34	58	1
BASIC EDUCATION	**Basic Education Credit:**						
	Adult 12	43	1	0	11	0	0
	Adult 10	20	0	0	4	0	0
	Academic GED	0	0	0	0	0	0
	Total BE Credit	63	1	0	15	0	0
	Basic Education Non-Credit						
	Employability/Life Skills	4	0	0	0	0	0
	English Language Training	0	2	0	0	0	0
	General Academic Studies	0	78	0	0	0	0
	Literacy	0	0	0	0	0	0
	Total BE Non-Credit	4	80	0	0	0	0
TOTAL BASIC EDUCATION		67	81	0	15	0	0
UNIVERSITY	***Total University***	1	12	0	0	0	0
TOTAL ENROLLMENT		93	570	1888	49	58	1

The college did not collect follow-up information on Future Skills/Workbased Training participants.

Table 2 – Equity Participation – All Offices

		2003-2004											
	Program Groups	**Aboriginal**			**Visible Minority**			**Disability**			**Total Enrollment**		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
	Institute Credit:												
	SIAST	3	15	0	0	3	0	2	10	0	80	288	22
	Other	0	0	0	0	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	0	0	0
	Total Institute Credit	3	15	0	0	3	0	2	10	0	80	288	22
	Industry Credit:												
	Total Industry Credit	0	1	20	0	0	6	0	0	6	0	148	928
	Workbased Training:												
	Total Workbased Training	2	0	0	0	0	0	0	0	0	43	0	0
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)												
	Total Non-Credit	0	0	10	0	0	2	0	1	4	0	48	930
TOTAL SKILLS TRAINING CREDIT		5	16	30	0	3	8	2	11	10	123	484	1880
BASIC EDUCATION	**Basic Education Credit:**												
	Adult 12	22	0	0	7	0	0	6	0	0	69	1	0
	Adult 10	14	0	0	4	0	0	6	0	0	37	0	0
	Academic GED	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Credit	36	0	0	11	0	0	12	0	0	106	1	0
	Basic Education Non-Credit:												
	Employability Life Skills	0	0	0	0	0	0	1	0	0	6	0	0
	English Language Training	0	0	0	0	0	0	0	0	0	0	2	0
	General Academic Studies	0	4	0	0	1	0	0	5	0	0	6	114
	Literacy	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Non-Credit	0	4	0	0	1	0	1	5	0	6	8	114
TOTAL BASIC EDUCATION		36	4	0	11	1	0	13	5	0	112	9	114
UNIVERSITY	***Total University***	0	1	0	0	1	0	0	0	0	0	14	0
TOTAL ENROLLMENT		41	21	30	11	5	8	15	16	10	235	507	1994

Table 3 - Student Success by Program Groups-All Offices

	Program Groups	2003-2004					
		Total Student Completed			Total Students Graduated		
SKILLS TRAINING		FT	PT	C	FT	PT	C
	Institute Credit:						
	SIAST	25	283	21	34	58	1
	Other:						
	Apprenticeship & Trade						
	Total Institute Credit	25	283	21	34	58	1
	Industry Credit:						
	Total Industry Credit	0	146	925	0	0	0
	Workbased Training:						
	Total Workbased Training	---	---	---	---	---	---
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)						
	Total Non-Credit	0	48	929	0	0	0
TOTAL SKILLS TRAINING		25	477	1875	34	58	1
BASIC EDUCATION	**Basic Education Credit:**						
	Adult 12	43	1	0	11	0	0
	Adult 10	20	0	0	4	0	0
	Academic GED	0	0	0	0	0	0
	Total BE Credit	63	1	0	15	0	0
	Basic Education Non-Credit						
	Employability Life Skills	4	0	0	0	0	0
	English Language Training	0	2	0	0	0	0
	General Academic Studies	0	78	0	0	0	0
	Literacy	0	0	0	0	0	0
	Total BE Non-Credit	4	80	0	0	0	0
TOTAL BASIC EDUCATION		67	81	0	15	0	0
UNIVERSITY	***Total University***	1	12	0	0	0	0
TOTAL ENROLLMENT		93	570	1888	49	58	1

The college did not collect follow-up information on Future Skills/Workbased Training participants.

IV.(e) Strategic Plan & Performance Measures Chart

GOAL What the college will focus on.	**1. Meet the Needs of Communities:**	
OBJECTIVES What needs to be accomplished to advance the college towards its Goal	1.1 Engaging in a continuous needs identification process to ensure that the needs of communities, the labour market, local employers, and individuals are being met 1.2 Participating in organizations that contribute to the economic development of communities 1.3 Offering a comprehensive choice of programs 1.4 Providing access to programs and services	**KEY ACTIONS** Initiatives that were intended to achieve college targets 1. Primary and secondary research to assess education and training needs within the region, in order to inform the planning process for the future year 2. Actively participate in community groups engaged in the economic development of the region, such as Chambers of Commerce, REDAs, and community development groups 3. Offer a range of credit and non-credit programs and services, with an emphasis on those that lead to and/or enhance employment 4. Offer or co-sponsor learning opportunities to support communities' arts and cultural development 5. Develop comprehensive learning centres throughout the region that provide convenient and easily accessible programs by means of distributed learning and provide learner support
PERFORMANCE MEASURES Is the college advancing toward its goals?	**Measures**	**2003-04 Results**
	1. Production of a Regional Needs Assessment (RNA) document within the first half of the year	Completed
	2. Meet the goals outlined in the college's Technology Enhanced Learning (TEL) plan	Completed: Final report submitted March 04 – 5 TEL Learning Centres operational

PERFORMANCE MEASURES **Is the college advancing toward its goals?**	3. The number and scope of economic development groups and activities in which the college was engaged	Too numerous to detail, but college adequately represented in communities. Groups include REDAs, Community Futures, Towns, Health, Schools, Chambers
	4. The number of co-sponsorship arrangements to offer arts and culture programs	The college offered very few Hobby, Leisure and Recreation programs, and focused its efforts on groups working on economic development initiatives (as above)
	5. Report the Job Start/Future Skills investment in the region and the amount of contractual revenue obtained by the college, in order to measure the involvement of employers in education and training	$183,006.30
	6. Report the full load equivalents (FLEs) for all programs as per Student Information System categories	2,736 students 439.26 FLEs
	7. The number of graduates from credit programs	**2002-03 Result** 194 graduates
	8. Employment rate of graduates, obtained from annual follow-up surveys	**2002-03 Result** 88%
	9. Participation/graduation/employment rates of equity groups for credit programs	**2002-03 Result** Participation: 4%

GOAL What the college will focus on.	**2. Ensure Delivery of High Quality Programs and Services:**	
OBJECTIVES What needs to be accomplished to advance the college towards its Goal	2.1 Meeting the diverse learning styles of students 2.2 Providing career and student services throughout the region 2.3 Developing program and service evaluation systems	**KEY ACTIONS** Initiatives that were intended to achieve college targets
		1. Employ principles of adult education that take into account individual student learning styles and cultural differences 2. Provide assessment services for students with barriers to success in education, training and employment 3. Develop Recognition of Prior Learning (RPL) capacity within the college 4. Articulation of programs and services evaluation process
PERFORMANCE MEASURES Is the college advancing toward its goals?	**Measures**	**2003-04 Results**
	10. Staff development and training in the principles of adult education	Counselling, BE instructors, coordinator staffs participated in a variety of sessions
	11. Provide students and staff with access to a learning consultant for student assessments	Completed: Provided in depth assessments, facilitated group projects
	12. All full-time basic education students will be engaged in a portfolio development process	Completed
	13. By means of satisfaction surveys, all students enrolled in courses at the college will be surveyed to ensure that their needs are being met	98%

GOAL What the college will focus on.	**3. Effectively Manage the Institution:**	
OBJECTIVES What needs to be accomplished to advance the college towards its Goal	3.1 Engaging in an annual planning process 3.2 Satisfying reporting requirements of stakeholders 3.3 Continuous review and development of college policies 3.4 Promoting and enabling staff development strategies	**KEY ACTIONS** Initiatives that were intended to achieve college targets 1. Each year the college will review and update its strategic plan to begin the future year(s) planning process 2. Provide reports as required by the college Board, the department, and other stakeholders 3. The college will undertake a complete review of its policies, guidelines and procedures, update where required, and develop new policies, guidelines and procedures where gaps exist 4. Provide funds for, and encourage, staff development and training
PERFORMANCE MEASURES Is the college advancing toward its goals?	**Measures**	**2003-04 Results**
	14. Completion of a strategic plan, RNA, business plan, and annual report, each linked to one another in the process of planning, execution, and reporting	Annual Report Dec 03 RNA: Dec 03 Strategic Plan: Feb 04 Business Plan: May 04
	15. Provide trimester reports on programs and services, human resources, and finances to the Board	Completed
	16. Utilization of the provincial Student Information System (SIS)	SIS system being utilized – Development of and training for the system ongoing
	17. Number of training opportunities accessed by staff	65 staff registrations for in-service Training 21 accessed Professional Development
	18. Complete review and update of all college policies, guidelines and procedures	Completed

IV.(f) Skills Training - Full-Time and Part-Time Technical Programming Satisfaction Survey

Evaluations were conducted at the end of every program to provide feedback to the program coordinator on various components of the class administration, including instruction. The information allows the program coordinator to make positive adjustments to future programs, if required. The following chart reflects the percentages of clients, in full-time and part-time technical programs, that agreed, somewhat agreed, or disagreed to the evaluation questions.

EVALUATION QUESTION	% AGREE		% SOMEWHAT AGREE		% DISAGREE	
Program Area	Full-Time Technical	Part-Time Technical	Full-Time Technical	Part-Time Technical	Full-Time Technical	Part-Time Technical
This course met my expectations	96	72	4	20	0	8
The handout material/manual was easy to understand	80	70	20	22	0	8
The handout material will be a useful reference	98	74	2	26	0	0
The audio/visual/technology materials were helpful	69	72	31	28	0	6
I would recommend this course to others	100	75	0	20	0	5
The facilities were suitable for this type of training	96	72	4	21	0	7
My registration was handled efficiently	96	97	0	3	0	0
Course Instruction (The Instructor)						
Was knowledgeable about the subject	99	97	1	3	0	0
Made learning objectives clear	98	79	2	21	0	0
Was able to explain material adequately	100	98	0	2	0	0
Emphasized practical application of the material	90	94	10	6	0	0
Was well organized	74	90	26	10	0	0
Used audio/visual/technology aids where appropriate	88	91	10	9	2	0
Offered individual attention if required	89	96	10	4	1	0
Encouraged student participation	98	98	2	2	0	0

IV.(g) Skills Training – Industry Credit & Skills Training Non-Credit Programming Satisfaction Survey

Course evaluations were conducted at the end of every course to provide feedback to the program coordinator on various components of the class administration, including instruction. The information allows the program coordinator to make positive adjustments to future courses, if required. The following chart reflects the percentages of clients, in each BIC program area, that agreed, somewhat agreed, or disagreed to the evaluation questions.

EVALUATION QUESTION	% AGREE				% SOMEWHAT AGREE				% DISAGREE			
Program Area	IC	INC	CINC	PINC	IC	INC	CINC	PINC	IC	INC	CINC	PINC
This course met my expectations	82	90	80	94	17	10	15	6	1	0	5	0
The handout material/manual was easy to understand	89	81	96	95	10	18	4	5	1	1	0	0
The handout material will be a useful reference	92	74	94	92	8	13	4	5	0	0	2	0
The audio/visual/technology materials were helpful	85	69	91	100	15	30	7	0	0	1	2	0
I would recommend this course to others	90	87	90	98	10	12	10	2	0	1	0	0
The facilities were suitable for this type of training	88	90	90	100	10	9	10	0	2	1	0	0
My registration was handled efficiently	94	99	99	97	6	1	0	3	0	0	1	0
Course Instruction (The Instructor)												
Was knowledgeable about the subject	96	97	99	98	4	2	1	2	0	1	0	0
Made learning objectives clear	95	92	91	98	3	8	8	2	2	0	1	0
Was able to explain material adequately	96	96	94	100	4	4	6	0	0	0	0	0
Emphasized practical application of the material	93	95	94	96	7	5	6	4	0	1	0	0
Was well organized	89	90	92	98	10	10	8	2	1	0	0	0
Used audio/visual/technology aids where appropriate	93	91	96	98	7	9	3	2	0	0	1	0
Offered individual attention if required	92	95	92	98	6	4	7	2	2	1	1	0
Encouraged student participation	98	94	93	99	2	5	6	1	0	1	1	0

IC – Industry Credit
INC – Industry Non-Credit
CINC – Community/Individual Non-Credit
PINC – Personal Interest Non Credit

V. Glossary of Terms

Student

A distinct student is an individual participating in one or more program sessions offered by the college. The distinct student concept prevents the double counting of students. Number of distinct students in one year – determined by:

- ✓ Unique identifier such as a Social Insurance Number, Health Card Number or PSE Number.

Full-Time Student

A student who is taking a course(s) (within a Program Group) that collectively require a minimum of 18 hours of scheduled class time per week for a minimum duration period of 12 weeks (both conditions need to be true). There are two exceptions:

- ✓ Apprenticeship and Trade: a complete level (depending on the trade) is required; and
- ✓ University courses: a minimum of 9 hours of scheduled class time per week for a minimum duration period of 13 weeks.

Part-Time Student

A student who is taking a course(s) (within a program group) that collectively require less than 18 hours of scheduled class time per week (equal to or more than 30 hours in total) for a minimum duration period of less than 12 weeks. Exceptions:

- ✓ University courses: less than 9 hours of scheduled class time per week for a minimum duration period of 13 weeks.

Casual Student

A student who is taking a course(s) (within a program group) that collectively total less than 30 hours in total.

- ✓ Note: There would be no casual students in the University group as the minimum a university student can take is one three-credit unit class (39 hours).

Full Load Equivalent (FLE) for each Program Group Chart:

PROGRAM AREA	PROGRAM TYPE	# OF PARTICIPANT (STUDENT) HOURS REQUIRED TO EQUAL ONE (1) FLE
Skills Training	Institute Credit	900
	Industry Credit	240
	Apprenticeship & Trades	240
	Industry Non-Credit	240
	Community Individual Non-Credit	240
	Personal Interest Non-Credit	240
Basic Education	BE Credit	420
	BE Non-Credit	420
University	University Credit	390

SIS Program Definitions

Skills Training

Institute Credit:
Education and training which leads to a credential ie. Certificate, diploma, degree; from a recognized credit-granting institution.

Industry Credit:
Education and training which leads to a credential that is recognized by an industry association or sector, regulatory body or licensing agency.

Apprenticeship and Trade:
Education and training certified through Apprenticeship and Trade Commission.

Industry Non-Credit:
Education and training that meets the needs identified for an industry(s), group(s), firm(s) or sector(s) that does not result in credentials or certification recognized by an industry association or sector, regulatory body or licensing agency.

Community/Individual Non-Credit:
Education and training that (a) leads to or enhances a person(s)/group(s) employability or (b) enhances community and/or social development, but does not result in credentials or certification recognized by an industry association or sector, regulatory body or licensing agency.

Personal Interest Non-Credit:
Education and training that meets the needs of individual(s) or group(s) for the purpose of enhancing their hobby, leisure and recreation skills.

Basic Education

Basic Education Credit:
Learning that is certified by Saskatchewan Learning.

Basic Education Non-Credit:
Learning which may include some form of evaluation, however, does not result in certification by a recognized body.

University

University Credit:
University credit training.

Services

The formal act (activities which are tracked) of helping, providing assistance and/or advice.

Learner Support:
Exam Invigilation, Tutor Matching, Study Skills/Life Management, Technical Assistant, Employment Services, and Employer Services

Counselling:
Career, Academic, Financial and Personal Counselling